

# 2023-2024 SIT/Schoolwide Plan - North Middle School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2023-2024

<b>Name of School:</b>	North Middle School
<b>Principal:</b>	Matthew Gengler
<b>Assistant Principal(s):</b>	Elias Mestizo and John Shanley
<b>SIT Co-Chairs:</b>	Amanda Rofrano & Valerie Cacaccio
<b>Grades Served:</b>	6-8

## 2023-2024 Staff List

### NORTH MIDDLE SCHOOL STAFF DEPARTMENT LISTING 2023-2024

MATTHEW GENGLER, Principal  
ELIAS MESTIZO, Assistant Principal  
JOHN SHANLEY, Assistant Principal

**5th Grade**

Abenes, Diana (Bilingual)  
Amarando, Yvonne  
Boyle, Lisa  
Cerone, Chris  
Conlon, Megan  
Fain, Kevin  
Ferraioli, Nicholas  
Iglesias, Alex (Bilingual)  
Kavanagh, Sarah  
Kiriazis, Maria  
Knudsen, Heather  
Kolar, Keith  
Krauthamer, Linda  
O'BrienCurcie, Rosemary  
RosarioMelara, Cathleen  
Sobotko, Vanessa (Bilingual)  
Sonkin, David  
Thomson, Cheryl

**Bilingual**

Callejas, Alejandro (Math)  
Gonzalez, Betsy (SS)  
Marte, Stephanie (7,8)  
TBD Fuentes, Maira (NLA)

**Art**

Healey, Michael  
Lackner, Christopher  
Sikorsky, Christina

**Psychologist**

Morris, Shari  
Trinidad, Emely

**Speech Therapist**

Mayer, Arielle  
O'Brien, Annie Rose

**Social Worker**

Gueits, Karen

**Librarian**

Griffing, Kendal

**Secretarial**

Atherley, Jacqueline (Discipline)  
Bien-Aime, Sasha (Library)  
Bonilla, Jannessa (Attendance)  
Gutierrez, Marilyn (Guidance)  
Penalbert, Diana (Front Office)

**School Communications Aide-IT**

DeLeon, Andrea

**English**

Arelt, Christy (8)  
Callahan, Autumn (8)  
Chechel, Phillip (7)  
Fogarty, Bethany (7)  
Holz, Jenny (7,8)  
Kemp, Sandra (8)  
Kittredge, Kim (7)  
Shields, Rebecca (RTI)  
Wilkins, Tracy (AIS)

**Social Studies**

Clancy, Patrick (7)  
Kittredge, Gary (7)  
Moore, Kevin (7,8)  
Roddin, Richard (8)  
Stoffa, Eric (8)

**Physical Education**

Carroll, Natalie  
Kunzig, William  
Lynch, Brian  
Napolitano, Ralph  
Vino, Anthony

**Guidance**

Fernandez, Richard  
Rosche, Elizabeth  
Stella, Georgina  
Torres, Jennifer

**Custodial**

Acevedo, Sammy (Night Sr)  
Donia, Mike (Night)  
Lazaro, Justin (Night)  
Rueb, John (Day Sr)  
Seda, Jose (night)  
Smith, Antoine (Night)  
Thorpe, Sean (Day)

**Kitchen**

AlfaroDeBonilla, Dilcia  
DiGiorgio, Kimberly  
Fuentes, Emma  
Kaiser, Linda (Head Cook)  
Martinez, Hilda  
Sorto, Mirna  
Tejeda, Rosa  
VasquezDelaRosa, Teresa  
Vega, Maria  
Williams, Thao Thi

**Mathematics**

Cacaccio, Valerie(8)  
Diem, Valerie (7)  
Guida, Mary (8)  
Nealson, Kaitlyn (8)  
Rhodes, Daniel (7)  
Rofrano, Amanda (8)  
Soriano, Caitlin (7)  
Tapada, Emma (7)  
Knipfing, Marjorie (RTI)  
Barsch, Bridget (AIS)

**Music**

Elpper, Elizabeth (Band)  
Badurski, Val (Chorus)  
Silvestri, Rachel (Orch. Lessons)  
Stasi, Joseph  
Yamagishi, Amy (Orchestra)

**ENL**

Chaikin, Karina  
Garcia, Jesy  
Kerrigan, Sean ENL  
Lynch, Allison  
Scotti, Lauren ENL

**Technology**

Caperna, Mark  
Sanzone, John

**Home & Careers**

Becker, Richard  
Lombardi, Adrienne  
Mullady, Coryn

**Monitors**

Bardales, Angela  
Delgado, Anthia  
DiMarco, Staci  
Ellis, Latoya  
CustafsonJahkha, Kristin  
Maertz, Laura (Health Aide)  
Meja, Kenia  
Olmeda, Jacqueline  
Ramirez-Urbina, Rosa (Teacher Aide)  
Wilkerson, Nanyamka

**Perm Subs**

Cutierrez, Elias  
Rivera, Gabriel  
TBD

**Science**

Bucaro, John (8)  
Grau, Julia (7)  
LaLima, Kerri (7)  
Losee, Christian (8)  
Saez, Angel (8)  
Schor, Carrie (8)

**Special Education**

Alfano, Allison  
Butts, Gerald  
Gessek, Denise  
Kunzig, Jennifer  
Lorenzen, Shannon  
Mikochik, Diana LRC  
Phillips, Deanna  
Ring, Victoria LRC  
Tammany, Paul

**Foreign Language**

Cruz, Joanna (Spanish-7)  
Edouard, Erica (French-7)  
Ferrari, Julissa (Spanish-8)  
Nunez, Ruth (Spanish-8)  
TBD (French 8)  
Theobald, Christopher (Spanish-7)

**Intrn to Business**

Rose, Jacqueline (8)

**Health**

Maistelman, Amanda  
Reisig, Nicholas

**Nurse**

Familusi, Yvonne

**Teacher Assistants**

Abreu, Dangely  
Grimes, Marcia  
Mena, Mariela  
Santiago, Lourdes

**Instructional Support Coach**

Knudsen, Heather

**Digital Literacy Specialist**

Perlow, Brad

**Security**

Douce, Frantz

## Student demographic information:

Student Subgroup	Total	Grade	Ungraded	Grade	Grade	Ungraded
(accountability subgroups are marked with an asterisk (*))	(PreK-12, UGE, UGS)	6	Elementary (UGE)	7	8	Secondary (UGS)
<b>*All Students</b>	<b>1,131</b>	<b>376</b>	<b>7</b>	<b>375</b>	<b>372</b>	<b>1</b>
Female	559	173	2	191	193	0
Male	572	203	5	184	179	1
*Black	55	14	0	20	21	0
*Hispanic	1,042	356	7	343	335	1
*Asian/Pacific Islander	12	2	0	4	6	0
Asian	12	2	0	4	6	0
*White	13	3	0	5	5	0
*Multiracial	9	1	0	3	5	0
General Education Students	989	328	0	331	330	0
*Students with Disabilities	142	48	7	44	42	1
Former Students with Disabilities	14	3	0	6	5	0
Not English Language Learner	871	261	2	292	315	1
*English Language Learner	260	115	5	83	57	0
Formerly English Language Learner	229	79	0	65	85	0
*Economically Disadvantaged	1,011	339	7	331	333	1
Not Economically Disadvantaged	120	37	0	44	39	0
Migrant	1	0	0	1	0	0
Not Migrant	1,130	376	7	374	372	1
Homeless	16	4	0	5	7	0

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, 6/30/23

**2023-2024 School and/or district Vision Statement:**

With an unwavering commitment, the Brentwood School District’s vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.

**2023-2024 School and/or district Mission Statement:**

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential in a diverse, global society.

**2023-2024 School McKinney-Vento Plan:**

Our 2023-2024 SIT plan takes into account the needs of migratory children as defined in section 1309(2) (ESSA Section 1114(b)(1)). The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with Michele Stylianios, the McKinney-Vento Liaison. The family is notified of the liaison’s role in assisting them with their needs. At **Brentwood North Middle School**, the McKinney-Vento liaison is **Michele Stylianios**.

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;
- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other needs of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	16
Children in Foster Care	0
Migrant Students	1

**SIT Plan Development – Consultation and Collaboration**

Our 2023-2024 SIT plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including district administrators; and, if the plan relates to a secondary school, students *ESSA Section 1114(b)(2)*. Please find a list of 2023-2024 SIT members below:

Title:	Name:
Parents (More than 1)	Kristin Jahkhah, Kenia Mejia
Members of the Community to be served	
Teachers-SWP Sub Committee	Valerie Cacaccio, Teacher Amanda Rofrano, Teacher
Principals	Matthew Gengler, Principal Elias E. Mestizo, Assistant Principal John Shanley, Assistant Principal
Other School Leaders	Heather Knudsen, Instructional Support Coach Rebecca Shields, RTI Specialist Bridget Barsch – BTA Chief Delegate Allison Lynch – ENL Teacher 7 <sup>th</sup> /8 <sup>th</sup> Brad Perlow - 6 <sup>th</sup> Grade Digital Literacy
Teaching Assistants	
District Administrators	Dr. Vincent Leone, Coordinator of Funded Programs Vincent Todisco, Asst. Coordinator of Funded Programs
Specialized Instructional Support Personnel*	Trish Brockbank, Interim Coordinator of Math & Science Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	
Students (for a secondary school)	Alexander Archila
Other individuals determined by the school	

\* if appropriate

**Annual Program Evaluation:**

Our 2023-2024 SIT plan will be regularly monitored and revised as necessary based on student needs to ensure that all students, particularly students who are failing, or, are at-risk provided opportunities to meet the challenging state academic standards *ESSA Section 1114(b)(3)*. SIT plan monitoring and revision will take place at the monthly SIT meetings list **review and revision, if necessary, of all SIT goals will take place at least three times per year (dates of formal review highlighted below):**

SIT Meeting Dates:	Topic(s) <sup>[1]</sup>
September	SIT Election, Fundraising Committee/Funding Sources, 2023-24 SIT plan and binder, Student laptop covers, Family Nights
October	"Show You Care Everywhere" Initiative, Review Results from Parent SIT Survey, Fundraising Proposal for Youth & Government
November	No Meeting Held – STEAM Fair
December	
January	
February	
March	
April	
May	
June	
July	
August	

**Comprehensive Needs Assessment**

**Needs Assessment Data**

Our 2023-2024 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*. Multiple forms of data were comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus gr interviews. **Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.) to** who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*.

**State Assessment ELA Data, disaggregated by subgroup**

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	96 42.86%	81 36.16%	39 17.41%	8 3.57%	224	20.98%
Female	39 40.63%	34 35.42%	19 19.79%	4 4.17%	96	23.96%
Male	57 44.53%	47 36.72%	20 15.63%	4 3.13%	128	18.75%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	4 66.67%	2 33.33%	0 0.00%	0 0.00%	6	0.00%
Hispanic	92 42.20%	79 36.24%	39 17.89%	8 3.67%	218	21.56%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	74 38.74%	73 38.22%	36 18.85%	8 4.19%	191	23.04%
SWD	21 67.74%	8 25.81%	2 6.45%	0 0.00%	31	6.45%
Former SWD	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
LEP	61 74.39%	20 24.39%	1 1.22%	0 0.00%	82	1.22%
Former LEP	13 25.00%	27 51.92%	10 19.23%	2 3.85%	52	23.08%
Economically Disadvantaged	89 42.79%	76 36.54%	36 17.31%	7 3.37%	208	20.67%

Grade 7 English Language Arts April 2023

Brentwood UFSD

North Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	99 43.61%	67 29.52%	46 20.26%	15 6.61%	227	26.87%
Female	42 38.18%	32 29.09%	27 24.55%	9 8.18%	110	32.73%
Male	57 48.72%	35 29.91%	19 16.24%	6 5.13%	117	21.37%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	3 21.43%	7 50.00%	4 28.57%	0 0.00%	14	28.57%
Hispanic	95 46.12%	58 28.16%	40 19.42%	13 6.31%	206	25.73%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	2 100.00%	2	100.00%
White	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	74 38.95%	61 32.11%	41 21.58%	14 7.37%	190	28.95%
SWD	24 75.00%	4 12.50%	4 12.50%	0 0.00%	32	12.50%
Former SWD	1 20.00%	2 40.00%	1 20.00%	1 20.00%	5	40.00%
LEP	48 80.00%	12 20.00%	0 0.00%	0 0.00%	60	0.00%

Former LEP	14 46.67%	8 26.67%	7 23.33%	1 3.33%	30	26.67%
Economically Disadvantaged	87 43.28%	59 29.35%	41 20.40%	14 6.97%	201	27.36%

**Grade 8 English Language Arts April 2023** **Brentwood UFSD**  
North Middle School  
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	66 29.07%	92 40.53%	58 25.55%	11 4.85%	227	30.40%
Female	22 20.56%	43 40.19%	37 34.58%	5 4.67%	107	39.25%
Male	44 36.67%	49 40.83%	21 17.50%	6 5.00%	120	22.50%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	6 50.00%	2 16.67%	4 33.33%	0 0.00%	12	33.33%
Hispanic	59 28.78%	89 43.41%	47 22.93%	10 4.88%	205	27.80%
Asian/Pacific Islander	1 20.00%	1 20.00%	3 60.00%	0 0.00%	5	60.00%
White	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Multiracial	0 0.00%	0 0.00%	3 75.00%	1 25.00%	4	100.00%
GenEd	51 25.12%	86 42.36%	55 27.09%	11 5.42%	203	32.51%
SWD	14 66.67%	5 23.81%	2 9.52%	0 0.00%	21	9.52%
Former SWD	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
LEP	36 80.00%	7 15.56%	2 4.44%	0 0.00%	45	4.44%
Former LEP	14 28.57%	25 51.02%	10 20.41%	0 0.00%	49	20.41%
Economically Disadvantaged	62 30.39%	85 41.67%	47 23.04%	10 4.90%	204	27.94%

6th Grade ELA	2022	2023	Growth	7th Grade ELA	2022	2023	Growth	8th Grade ELA	2022	2023
All Students	34%	21%	-13%	All Students	24%	27%	3%	All Students	30%	30%
Female	36%	24%	-12%	Female	28%	33%	5%	Female	38%	39%
Male	32%	19%	-13%	Male	21%	21%	0%	Male	23%	23%
General Education Students	38%	23%	-15%	General Education Students	28%	29%	1%	General Education Students	32%	33%
Students with Disabilities	11%	7%	-4%	Students with Disabilities	0%	13%		Students with Disabilities	10%	10%
American Indian or Alaska Native	0%	0%		Asian or Native Hawaiian/Other Pacific Islander	50%	100%	50%	American Indian or Alaska Native	—	
Asian or Native Hawaiian/Other Pacific Islander	—	0%		Black or African American	31%	29%	-2%	Asian or Native Hawaiian/Other Pacific Islander	—	60%
Black or African American	8%			Hispanic or Latino	23%	26%	3%	Black or African American	6%	33%
Hispanic or Latino	34%	22%	-12%	White	—	33%		Hispanic or Latino	32%	28%
White	—	0%		Multiracial	—	100%		White	—	100%
Multiracial	—	0%		Small Group Total	33%			Multiracial	0%	100%
Small Group Total	83%			Economically Disadvantaged	23%	27%	4%	Small Group Total	29%	
Economically Disadvantaged	34%	21%	-13%	Not Economically Disadvantaged	35%			Economically Disadvantaged	31%	28%
Not Economically Disadvantaged	32%			English Language Learner	0%	0%	0%	Not Economically Disadvantaged	26%	
English Language Learner	10%	2%	-8%	Non-English Language Learner	30%			English Language Learner	0%	4%
Non-English Language Learner	46%			In Foster Care	—			Non-English Language Learner	37%	
In Foster Care	—			Not in Foster Care	—			In Foster Care	—	
Not in Foster Care	—			Homeless	13%			Not in Foster Care	—	
Homeless	—			Not Homeless	25%			Homeless	—	
Not Homeless	—			Not Migrant	24%			Not Homeless	—	
Migrant	0%			Parent Not in Armed Forces	24%			Not Migrant	30%	
Not Migrant	34%							Parent Not in Armed Forces	30%	
Parent Not in Armed Forces	34%									

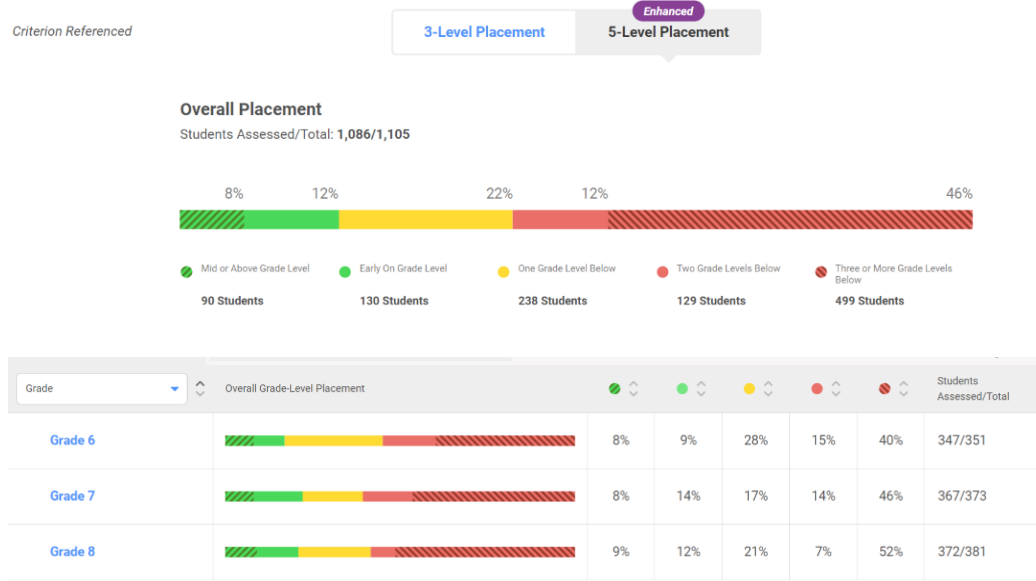
**Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady**

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrates student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

**\* All raw data from local assessments should be maintained in the OneNote binder.**

**I-Ready ELA Fall 2023**



**ELLs**

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Grade 6	Overall		2%	14%	44%	17%	23%	348/351
	Yes - English Learner		0%	1%	31%	25%	44%	101/102
	No - English Learner		2%	19%	50%	14%	15%	247/249
Grade 7	Overall		1%	11%	36%	16%	35%	368/373
	Yes - English Learner		0%	1%	11%	11%	77%	74/77
	No - English Learner		1%	14%	43%	18%	24%	294/296
Grade 8	Overall		5%	10%	25%	14%	46%	375/381
	Yes - English Learner		0%	0%	1%	7%	91%	67/68
	No - English Learner		6%	12%	30%	16%	36%	308/313

**SWD**

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Grade 6	Overall		2%	14%	44%	17%	23%	348/351
	Not Reported		2%	14%	44%	17%	23%	348/351
Grade 7	Overall		1%	11%	36%	16%	35%	368/373
	Not Reported		1%	11%	36%	16%	35%	368/373
Grade 8	Overall		5%	10%	25%	14%	46%	375/381
	Not Reported		5%	10%	25%	14%	46%	375/381

**State Assessment Math Data, disaggregated by subgroup**

Grade 6 Mathematics May 2023

Brentwood UFSD

North Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	75 36.59%	77 37.56%	50 24.39%	3 1.46%	205	25.85%
Female	35 38.04%	36 39.13%	20 21.74%	1 1.09%	92	22.83%
Male	40 35.40%	41 36.28%	30 26.55%	2 1.77%	113	28.32%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	3 50.00%	1 16.67%	2 33.33%	0 0.00%	6	33.33%
Hispanic	70 35.53%	76 38.58%	48 24.37%	3 1.52%	197	25.89%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	58 32.77%	70 39.55%	47 26.55%	2 1.13%	177	27.68%
SWD	16 64.00%	6 24.00%	2 8.00%	1 4.00%	25	12.00%
Former SWD	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
LEP	44 50.57%	34 39.08%	9 10.34%	0 0.00%	87	10.34%
Former LEP	10 27.03%	15 40.54%	12 32.43%	0 0.00%	37	32.43%
Economically Disadvantaged	67 36.22%	68 36.76%	47 25.41%	3 1.62%	185	27.03%

Grade 7 Mathematics May 2023

Brentwood UFSD

North Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	58 31.52%	59 32.07%	46 25.00%	21 11.41%	184	36.41%
Female	29 35.80%	25 30.86%	18 22.22%	9 11.11%	81	33.33%
Male	29 28.16%	34 33.01%	28 27.18%	12 11.65%	103	38.83%
American Indian	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	1 10.00%	4 40.00%	5 50.00%	0 0.00%	10	50.00%
Hispanic	55 32.93%	55 32.93%	39 23.35%	18 10.78%	167	34.13%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
White	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
GenEd	38 24.84%	52 33.99%	42 27.45%	21 13.73%	153	41.18%
SWD	20 74.07%	6 22.22%	1 3.70%	0 0.00%	27	3.70%
Former SWD	0 0.00%	1 25.00%	3 75.00%	0 0.00%	4	75.00%

LEP	38 67.86%	12 21.43%	6 10.71%	0 0.00%	56	10.71%
Former LEP	3 13.64%	10 45.45%	8 36.36%	1 4.55%	22	40.91%
Economically Disadvantaged	49 30.63%	52 32.50%	40 25.00%	19 11.88%	160	36.88%

**Grade 8 Mathematics May 2023**

**Brentwood UFSD**

North Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	77 58.33%	34 25.76%	21 15.91%	0 0.00%	132	15.91%
Female	24 40.68%	21 35.59%	14 23.73%	0 0.00%	59	23.73%
Male	53 72.60%	13 17.81%	7 9.59%	0 0.00%	73	9.59%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	6 66.67%	1 11.11%	2 22.22%	0 0.00%	9	22.22%
Hispanic	69 57.98%	31 26.05%	19 15.97%	0 0.00%	119	15.97%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	65 56.03%	31 26.72%	20 17.24%	0 0.00%	116	17.24%
SWD	11 78.57%	3 21.43%	0 0.00%	0 0.00%	14	0.00%
Former SWD	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
LEP	31 77.50%	8 20.00%	1 2.50%	0 0.00%	40	2.50%
Former LEP	19 70.37%	6 22.22%	2 7.41%	0 0.00%	27	7.41%
Economically Disadvantaged	71 61.21%	30 25.86%	15 12.93%	0 0.00%	116	12.93%

6th Grade Math	2022	2023	Growth	7th Grade Math	2022	2023	Growth	8th Grade Math	2022	2023	Growth
All Students	19%	26%	7%	All Students	13%	37%	24%	All Students	10%	10%	0%
Female	14%	23%	9%	Female	16%	33%	17%	Female	6%	6%	0%
Male	25%	28%	3%	Male	10%	39%	29%	Male	10%	10%	0%
General Education Students	21%	28%	7%	General Education Students	14%	100%	86%	General Education Students	10%	10%	0%
Students with Disabilities	4%	12%	8%	Students with Disabilities	0%	100%	100%	Students with Disabilities	5%	5%	0%
American Indian or Alaska Native	—	—	—	Asian or Native Hawaiian/Other Pacific Islander	60%	100%	40%	American Indian or Alaska Native	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0%	—	Black or African American	0%	50%	50%	Asian or Native Hawaiian/Other Pacific Islander	—	—	—
Black or African American	8%	33%	25%	Hispanic or Latino	11%	34%	23%	Black or African American	0%	0%	0%
Hispanic or Latino	19%	26%	7%	White	—	—	—	Hispanic or Latino	10%	10%	0%
White	—	0%	—	Multiracial	—	—	—	White	—	—	—
Multiracial	—	—	—	Small Group Total	60%	—	—	Multiracial	0%	0%	0%
Small Group Total	40%	—	—	Economically Disadvantaged	12%	37%	25%	Small Group Total	10%	10%	0%
Economically Disadvantaged	19%	27%	8%	Not Economically Disadvantaged	17%	—	—	Economically Disadvantaged	10%	10%	0%
Not Economically Disadvantaged	21%	—	—	English Language Learner	0%	11%	11%	Not Economically Disadvantaged	3%	3%	0%
English Language Learner	5%	11%	6%	Non-English Language Learner	—	—	—	English Language Learner	2%	2%	0%
Non-English Language Learner	28%	—	—	In Foster Care	—	—	—	Non-English Language Learner	14%	14%	0%
In Foster Care	—	—	—	Not in Foster Care	—	—	—	In Foster Care	—	—	—
Not in Foster Care	—	—	—	Homeless	—	—	—	Not in Foster Care	—	—	—
Homeless	—	—	—	Not Homeless	—	—	—	Homeless	—	—	—
Not Homeless	—	—	—	Not Migrant	13%	—	—	Not Homeless	—	—	—
Migrant	0%	—	—	Parent Not in Armed Forces	13%	—	—	Not Migrant	10%	10%	0%
Not Migrant	19%	—	—	—	—	—	—	Parent Not in Armed Forces	10%	10%	0%



Parent Not in Armed Forces	19%								
----------------------------	-----	--	--	--	--	--	--	--	--

2 Years Comparisons			
ELA ALL	2022	2023	Growth
6th	34%	21%	-13%
7th	24%	27%	3%
8th	30%	30%	0%
MATH ALL	2022	2023	Growth
6th	19%	26%	7%
7th	13%	36%	23%
8th	10%	16%	6%

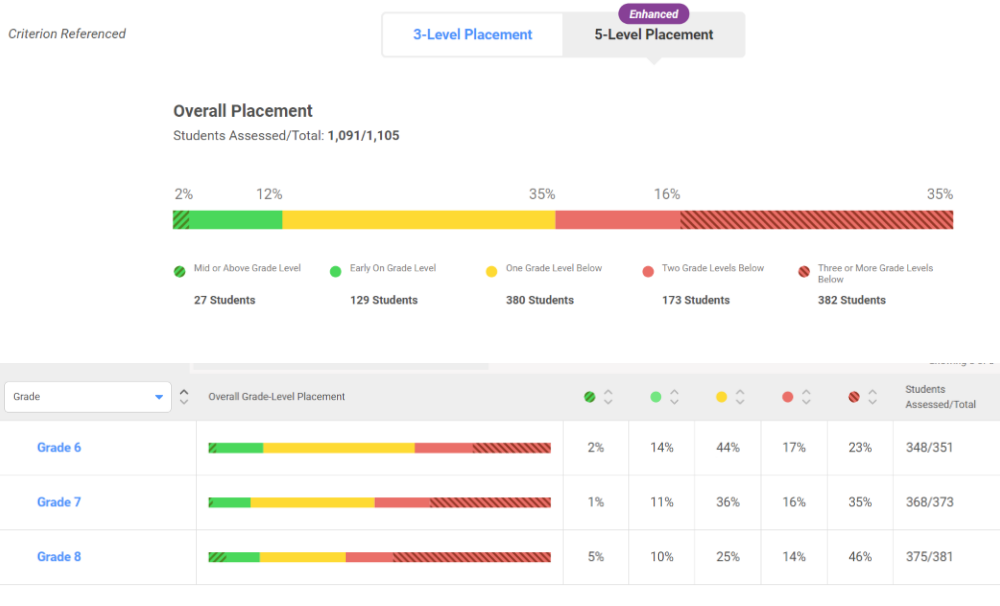
**Local Assessment Math Data, disaggregated by subgroup; i.e. CAM**

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

\* All raw data from local assessments should be maintained in the OneNote binder.

**I-Ready Math Fall 2023**



**ELLs**

Grade	Overall Grade-Level Placement	2%	12%	35%	16%	35%	Students Assessed/Total	
Grade 6	Overall		2%	14%	44%	17%	23%	348/351
	Yes - English Learner		0%	1%	31%	25%	44%	101/102
	No - English Learner		2%	19%	50%	14%	15%	247/249
Grade 7	Overall		1%	11%	36%	16%	35%	368/373
	Yes - English Learner		0%	1%	11%	11%	77%	74/77
	No - English Learner		1%	14%	43%	18%	24%	294/296
Grade 8	Overall		5%	10%	25%	14%	46%	375/381

Yes - English Learner		0%	0%	1%	7%	91%	67/68
No - English Learner		6%	12%	30%	16%	36%	308/313

**SWD**

Grade	Overall Grade-Level Placement	Green	Yellow	Red	Students Assessed/Total			
Grade 6	Overall		2%	14%	44%	17%	23%	348/351
	Yes - Special Education		0%	2%	22%	16%	60%	50/50
	No - Special Education		2%	16%	48%	17%	17%	298/301
Grade 7	Overall		1%	11%	36%	16%	35%	368/373
	Yes - Special Education		0%	0%	6%	13%	81%	47/47
	No - Special Education		1%	13%	41%	17%	28%	321/326
Grade 8	Overall		5%	10%	25%	14%	46%	375/381
	Yes - Special Education		0%	0%	10%	5%	85%	39/39
	No - Special Education		5%	11%	26%	15%	42%	336/342

**Survey Data**

Include/Copy/Paste data that summarizes the need(s) identified in last school year's *School Performance Scan (Data Triangle)* surveys. It is not necessary or advisable to include all include data from other sources that illustrate student need.

\* All raw data from surveys should be maintained in the OneNote binder.

## Brentwood Union Free School District 2022-23 District Select Student Voice Middle/High - North Middle School



School	Count	Assets	Assets (%)	Emerging Strengths	Emerging Strengths (%)	Possible Risks	Possible Risks (%)
North Middle School	715	6	24.0%	17	68.0%	2	8.0%

### Report Key

Leadership	L
Curriculum	C
Teachers	T
Social Emotional	S
Family	F

1. Shaded areas indicate totals of SA/A as follows: Green-75% or greater, Asset, Yellow- 50%-74%, Emerging Strength. Red- less than 50%, Possible Risk. Only questions in the data triangle are included in the table above.
2. SA=Strongly Agree, A=Agree, S=Somewhat, D=Disagree, SD= Strongly Disagree, NA=No Answer.
3. The Scaled Score (SS) is an average of the point values assigned to each response: SA=5, A=4, S=3, D=2, SD=1, NA answers have no weight. Res is # responses for those who answered the question. Res column, does not include responses of NA in the total response count to each question.
4. Commentary is unedited with exception of data redacted by the organization. (Provided in a separate report.)
5. Number of respondents may vary by section, based on completion rates.

Student Voice Middle/High

North Middle School	SA/A	SA	A	S	D	SD	SS
T16. My teachers present information in a way I understand.	64.7%	24.3%	40.3%	29.6%	4.3%	1.4%	3.82
T19. My teachers ask questions that make me think.	72.3%	27.0%	45.3%	24.3%	2.4%	1.0%	3.95

T20. My teachers often check to see if all students understand what is being taught.	73.9%	34.5%	39.4%	19.9%	4.4%	1.7%	4.01
T22. My teachers are supportive and encouraging.	70.6%	33.3%	37.3%	25.5%	3.0%	1.0%	3.99
T23. I am comfortable asking questions in class.	46.5%	18.1%	28.4%	33.4%	12.7%	7.4%	3.37
T24. Teachers provide time for students to discuss topics and learn from each other.	65.8%	23.8%	42.0%	27.8%	5.8%	0.6%	3.83
T26. My teachers use technology in most lessons (internet/SMART Board/computers).	79.2%	44.3%	34.9%	17.8%	2.0%	1.0%	4.20
T28. We have a positive classroom environment that supports learning.	68.6%	25.5%	43.1%	23.9%	5.4%	2.0%	3.85
T29. My teachers help me keep track of my learning and assess my progress.	70.2%	29.2%	41.0%	24.2%	4.5%	1.2%	3.93
T31. My teachers motivate me to work hard and improve.	65.9%	26.8%	39.1%	25.9%	5.9%	2.3%	3.82
T32. My teachers believe I can succeed.	81.5%	39.3%	42.2%	15.5%	1.5%	1.6%	4.16
T34. My teachers explain things in different ways so that all students learn.	69.9%	31.7%	38.3%	22.3%	5.3%	2.4%	3.91

Other assessment, disciplinary, walk-through, and/or anecdotal data (see “Other Examples of Student Outcome Data”, below)

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

\* All raw data from local assessments should be maintained in the OneNote binder.

**2023 NYSESLAT Growth Table Pre/Post NYSESLAT (RAW)**

		6th	7th	8th	UG			6th	7th	8th	UG
<b>Entering</b> 44 students 41 Grew 93%	Entering	2			1	<b>Emerging</b> 13 Students 12 Grew 92%	Entering				1
	Emerging	6	3	5	Emerging						
	Transitioning	8	4	6	Transitioning			4	2	1	
	Expanding	2	3	2	Expanding		3	1			
	Commanding	1	1		Commanding		1				
		6th	7th	8th	UG			6th	7th	8th	UG
<b>Transitioning</b> 57 Students 36 Grew 63%	Entering					<b>Expanding</b> 167 Students 77 Grew 46%	Entering				
	Emerging		1		Emerging						
	Transitioning	2	3	2	3		Transitioning	3			
	Expanding	12	14	5			Expanding	34	27	26	
	Commanding	4		1			Commanding	40	22	15	
<b>Summary</b>											
Total Students	271										
Showed Growth	166										
Percentage Growth	61%										
<b>Commanding</b>	85										
Percentage	31%										

**Conclusions Drawn from the Comprehensive Needs Assessment: ELA, Mathematics, and Surveys**

Provide a description of the outcomes/conclusions of the school’s comprehensive needs assessment, as well as a brief description of all data sources used in the process. Findings examination of student, teacher, school and community strengths and needs; and a summary of priorities in the context of student subgroups identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Language Learners).

An example is provided below. Please customize for your school!

After disaggregating and analyzing 2022-2023 state ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap in performance of the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises the challenging state academic standards. Our 2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition, and math concepts and skills for

**School Strengths Identified (Please provide a bulleted list below of your school's strongest qualities.):**

- 6<sup>th</sup> Grade students perform at a higher percentage level in ELA and Math State Assessments in comparisons to 7<sup>th</sup> and 8<sup>th</sup> Grade
- In the i-Ready Mid-Year and End of Year Diagnostic Growth Data, ELL students are showing higher percentage growth in growing from grade levels below to higher levels
- i-Ready Summary scores demonstrate that students are moving from lower grade levels to higher grade levels, although, there are still high percentage of students at two levels below.
- In the 2022 NYSESLAT Raw data, a high number of students are growing from the different proficiency levels.

**School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2023-2024.):**

- Professional development for teachers on Language Acquisition Skills and Math Concepts/Skills

- o 41% of ELL Expanding students did not show growth in the NYSESLAT
- o Students in the 7<sup>th</sup> grade show a deep decline in comparison in ELA and I-Read data

### 2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	<u>Example:</u> ELLs	<u>ELA Example:</u> Language Acquisition Skills
2.	<u>Example:</u> ELLs	<u>Math Example:</u> Math Concepts and Skills
3.	<u>Example:</u> All Students	<u>Survey Example:</u> Supporting families with helping their children at home with school work
4.		

### 2023-2024 SIT Goals

All BUFSD SIT plans include both ultimate and interim goals<sup>[2]</sup>. Ultimate goals are derivative of data that inform the New York State Education Department's system of institutional example: State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data, i.e. performance, growth, etc. As this type of data may only be monitored on an annual basis, aligne which may be monitored throughout the year, have been developed to ensure that ultimate goals are on trajectory to being met. The review of interim goals throughout the year team to consider different, and/or additional intervening strategies to support sub-group and/or individual student growth on an ongoing basis. Moreover, SIT plans include a surv derived from the *School Performance Scan (Data Triangle)*, which is distributed and taken once per school year by students, staff, and families. The previous school year's survey d information from which this goal is developed for the current school year.

The ultimate and interim goals, along with the survey goal, identified in this plan are informed by our school's 2023-2024 Schoolwide Plan priorities listed above. The goals are des meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

#### Ultimate ELA Goal (State exam results, NYSESLAT, ESSA Indicator, i.e. performance, growth, etc.):

*By June, 2024, LEP's in Grades 6-8 will show an increase in NYSED's ELA Achievement Index from a baseline of 41.1 established in May, 2023 to 49.5 as measured by the New York S Department ELA assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 82.88.*

Interim ELA Goal (Local, i.e. iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monit year:

*By (insert date or timeframe) the (sub-group students, i.e. SWD, ELL, ED, etc.) will show an increase/decrease in (behavior or performance to be achieved) from (baseline level of pe standard) to (desired level of performance, criteria or standard), as measured/indicated by (method for measuring the change in performance) with this frequency (how often the g i.e. 4xs per year).*

#### Ultimate Math Goal (State exam results, ESSA Indicator, i.e. performance, growth, etc.):

*By June, 2024, LEP's in Grades 6-8 will show an increase in NYSED's math Achievement Index from a baseline of 40.4 established in May, 2023 to 48.8 as measured by the New York Department math assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 82.32.*

Interim Math Goal (Local, i.e. CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monit year:

*By (insert date or timeframe) the (sub-group students, i.e. SWD, ELL, ED, etc.) will show an increase/decrease in (behavior or performance to be achieved) from (baseline level of pe standard) to (desired level of performance, criteria or standard), as measured/indicated by (method for measuring the change in performance) with this frequency (how often the g i.e. 4xs per year).*

#### Survey Goal

*By (insert date or timeframe) our school will show an increase in the percentage of respondents who strongly agree with the statement, (insert survey statement) from (baseline pe percentage) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per year).*

### Schoolwide Strategies

#### Schoolwide Strategies to Ensure Goal Attainment

Our school will utilize the strategies identified below to upgrade the entire educational program to improve the achievement of the lowest achieving students [ESSA Section 1114(i) strategies are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

#### Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

MTSS is an instructional model that aims at prevention and early intervention through a tiered system that adds layers of instructional support to the standard core curriculum del based on the demonstrated and changing needs of students. The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our MTSS strategy, including identifying individual students that need targeted support in various skill areas.

#### Schoolwide Improvement Strategies

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)]. Improvement strategies/activities should be purposefully designed to address the findings of the compreh assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure interim and ultimate goal attainment
- Include strategies to be employed by all staff, i.e. principals, teachers, Teaching Assistants, Social Workers, Psychologists
- **Secondary schools are encouraged to consider alignment between SIT goals and strategies, and drop-out prevention goals and strategies**

- **The table below is populated with placeholders. Please customize the strategies for principals and teachers for your school! Feel free to add to/delete from the strategies for social workers, and psychologists as well.**

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> </ul>
Teachers:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> <li>• Language Acquisition Vs. Learning Disabilities</li> <li>• Supporting students with disabilities During Remote Teaching</li> <li>• Collins/SIOP writing model</li> <li>• Use of online reading programs such as I-Ready</li> <li>• Ongoing assessment of students with disabilities' reading levels using the Fountas and Pinnell Benchmark System</li> <li>• Leveraging electronic resources from the Go Math curriculum</li> </ul>
Teaching Assistants:	<ul style="list-style-type: none"> <li>• Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals</li> <li>• Teaching Assistants will work with groups of students under the direction of the classroom teacher. This will allow the classroom teacher to work more i SWD students</li> </ul>
Social Workers:	<ul style="list-style-type: none"> <li>• Plays an active role as a member of the building team as well as the Crisis Intervention Team</li> <li>• Provides counseling services to students in their assigned building</li> <li>• Spends a considerable amount of time working with families, which may require visits to the homes to assess needs</li> </ul>
Psychologists:	<ul style="list-style-type: none"> <li>• Attends scheduled CSE/CPSE meetings to present information</li> <li>• Must maintain a counseling caseload as mandated by the CSE/CPSE</li> <li>• Responsible for maintaining an active role as a member of the building and Crisis Intervention Team</li> <li>• Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary</li> </ul>

**Professional Development**

In order to effectively implement the strategies identified above, the following professional development) opportunities will be provided [ESSA Section 1114(a)(4)]:

- **Copy/paste a bulleted list of PD that is aligned to support improved capacity to implement the strategies identified above. There should be a 1:1 correlation between the prior above, and the PD listed below. SEE PLACEHOLDERS BELOW. PLEASE CUSTOMIZE FOR YOUR SCHOOL.**
  - Reinventing the Classroom Experience – Learning Anytime, Anywhere
  - Professional Learning Experiences (PLE)
  - Cultivating an equity lens

**Strategies for Increasing Learning Time Beyond the Instructional Day**

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state’s challenging state academic standards / (7)(A)(i-iii)), improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identifie have been conceived to ensure both interim and ultimate goal attainment. See strategies below:

- Math Academy
- Regents Preparation
- High Dosage Tutoring
- 

**Strategies to Prepare Students for Postsecondary Education and/or Workforce Readiness (Secondary Schools)**

Our SIT plan was developed to improve BUFSD secondary students’ opportunities for postsecondary education and the workforce, which may include career and technical educati broadening access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, schools) ESSA Section 1114(b)(7)(A)(iii)(II). Examples of these activities are listed below:

Repopulated by the OFP.

**SIT Plan Funding Sources**

In accordance with ESSA law for schools operating a schoolwide program, our school will consolidate and use funds under this part, together with other Federal, State, and local fu upgrade the entire educational program [ESSA Section 1114(a)(1)] to best meet the needs of students who are failing, or, at-risk of failing to meet the state’s challenging state acac [ESSA Section 1114(b)(7)(A)(i-iii)]. Title I funds, strategically aligned to support this plan may be seen below:

2023-2024 ESSA Title I Budget - North Middle School			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title I A	Salary & fringe - AIS Teachers - Teacher’s On Special Assignment.	Varies	\$ 157,695
Title I A	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities.	Varies	\$ 1,222
Title I A	Title I Parent and Family Engagement Supplies and Materials for all 17 schools and district- wide parent activities. \$20,774 / 17 schools = \$1,222/school.	Varies	\$ 1,222
Title I A	Title I Middle Schools Before/After School AIS Programs/Tutoring. 600 hours X \$53/hr = \$31,800 + fringe = \$6,330 = \$38,130 / 4 schools = \$9,533/school.	\$53.00	\$ 9,533
Title IA	Salary for Title I Homeless Liason. \$141,403 + fringe \$66,629 =	Varies	\$ 12,238

	\$208,032 / 17 schools = \$12,238 /school.		
<b>Title IA</b>	Homeless Liason for Summer Enrichment Programs - Stipend. \$25,000 + fringe \$4,977 = \$29,977 / 17 schools = \$1,764/school.	Varies	\$ 1,764
<b>Title IA</b>	Title I Translation Services - District-wide. 600 hours X \$53/hr = \$31,800 + fringe \$6,330 = \$38,130 / 17 schools = \$2,243/school.	\$53.00	\$ 2,243
<b>Title IA</b>	Title I Homeless Tutoring - District-wide. 100 Hours X \$53/hr = \$5,300 + fringe \$1,055 = \$6,355 / 17 schools = \$374/school.	\$53.00	\$ 374
<b>Title IA</b>	Title I Bilingual Technology Liason to Assist Parents with AIS Distance Learning Activities - Bilingual Hotline! 500 hours X \$53/hr = \$37,100 + fringe \$13,506 = \$50,606 / 17 schools = \$2,977/school.	\$53.00	\$ 2,977
<b>Title IA</b>	Principal Clerk Confidential. \$60,000 + fringe \$41,315 = \$101,315 / 17 schools = \$5,960/school.	Varies	\$ 5,960
<b>Title I A</b>	Indirect Cost	Varies	
<b>Title I Sub-total:</b>			<b>\$ 37,533</b>
<b>Title I Total w/ Salaries:</b>			<b>\$ 195,228</b>
<b>Homeless Supplies, District-wide: \$13,500</b>			

### Strategies to Increase Parent and Family Engagement

The Brentwood Union Free School District and the Board of Education believes that the involvement of parents in the education of their children is a necessary and desirable part of educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's SIT plan (ESS). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2023-2024 Schoolwi

- Include a bulleted list of parent/family engagement activities which, specifically, support SIT goal attainment

### 2023-2024 School-Parent-Student Compact

**Brentwood North Middle School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during 2023.

### School Responsibilities

**Brentwood North Middle School** will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement goals as follows:

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Special conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, text messages, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers and chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring 2022);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), to them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities; practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified with term in section 200.56 of Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;

10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

#### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

13. Do homework every day and ask for help when needed;
14. Read alone or with someone for at least 30 minutes every day outside of school time;
15. Give all notices and information received from school to parents or guardian every day;
16. Put forth our best effort so that assessments accurately measure our understanding and growth;
17. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

#### **Strategies for Assisting Preschool Children in the Transition from Early Childhood Education Programs to Local Elementary School Programs**

To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary school have been identified and implemented. Those strategies may be seen below: **Please customize the bulleted list below for your school (elementary only)**.

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2023-24 school year, students will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet their teacher. During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. If the student is bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 2023-2024, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

#### Mid-Year SIT Meeting

Provide a description of the outcomes/conclusions of the school's mid-year goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup met both the interim and ultimate goals. If the subgroup is not on-track, provide some rationale and include what different and/or additional intervening strategies will be used to ensure growth. Goals may be adjusted, if necessary, using the standard BUFSD goal format.

#### Final SIT Meeting

Provide a description of the outcomes/conclusions of the school's final goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup met both the interim and ultimate goals. If the subgroup did not meet the goal, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continued progress following year. In addition, describe if the *All Students* group met the survey goal. If the survey goal was not met, provide some rationale and include what different and/or additional intervening strategies will be used to ensure progress is made for the following year. Goals for the following year may be informed by this analysis using the standard BUFSD goal format.

[1] Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All agendas and sign-in sheets must be maintained in the school's SIT, OneNote, eBinder**

[2] ©Learner Centered Initiatives, Ltd. 2017 [rev 2019] All Rights Reserved. Utilized with permission.

